**Examples of Applied Learning**

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| **Communication**, in which the student questions, informs, and learns from others.  **Some Examples**  In relation to **applying and extending content knowledge**, the student can:   * Recognize the need for information that others (peers, partners, clients, the public, etc.) have * Shape the presentation of information to the needs and interests of a variety of audiences * Explain the structures and infrastructures of systems * Justify choices and decisions made in the development, implementation, and adjustment of problem solving strategies * Appropriately use a variety of media and techniques to communicate about the development, implementation, and adjustment of problem solving strategies * Persuade an informed audience that a solution to a problem is better than other possible   solutions   * Exercise good judgment about the level of detail necessary to communicate an idea or a set of ideas * Delivers a presentation of work on a problem (approaching the problem, proposing a solution, implementing a solution, or presenting a solved problem) that is coherent in its entirety * Negotiate with clients about product specifications, timelines, etc.   In relation to his/her self, the student can:   * Identify needs for information she/he has and shape inquiries that produce this information * Develop written and oral approaches to acquiring needed information as well as information in general that enhances the personal effectiveness of the student   In relation to groups and teams, the student can:   * Identify the informational needs he or she has in relation to operating effectively in a team, group or organization and use a variety of communication strategies to acquire that information * Consult with, and inform, other members of teams, groups or organizations the student   belongs to   * Persuade others (members of teams, groups or organizations the student belongs to) about the legitimacy of a course of action, a position, or an activity the group would conduct |

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| **Critical thinking**, in which the student detects incompleteness, inconsistency, and opportunities for expansion of ideas, products, procedures, etc. and formulates core questions and assertionsabout topics or areas of interest.  **Some Examples**  In relation to **applying and extending content knowledge**, the student can:   * Identify needs that could be met by new products, services, systems, etc. * Troubleshoot problems * Analyzes the way a product, system service, etc. works taking into account appropriate   considerations such as functional, aesthetic, social, environmental, and commercial  requirements   * Analyze a system, product, service, etc. in terms of completeness and consistency   In relation to his/her self, the student can:   * Analyze the requirements of a role, responsibility or other type of challenge and use that   understanding to shape his or her behavior, activity, and learning  In relation to groups and teams, the student can:   * Analyze the purpose of a group and use that understanding to identify functions the group should have or new purposes * Consult with and observe other students and adults to understand their roles in a group, team, or system |
| **Problem Solving**, in which the student organizes and conducts a process to create intellectual or physical products, hold an event, conduct a process, or otherwise move towards the solution of an identified issue or problem.  **Some Examples**  In relation to **applying and extending content knowledge**, the student can:   * Devise strategies that address identified problems in systems of people, technology, or   knowledge   * Design and create a product that meets an existing need or creates a new opportunity or   capacity   * Plan and organize the implementation of a strategy designed to solve a problem or address and issue * Adjust strategies, plans, and implementation as needed to incorporate new understanding or requirements * Develop tests and strategies for putting procedures, protocols, and systems back in operation or to improve their performance   In relation to his/her self, the student can:   * Use what he or she learns from various sources of information (written, conversational, observation, etc.) to identify ways to improve his or her self-management abilities * Use what he or she learns from various sources of information to plan, conduct, and monitor projects and other goal-directed activities   In relation to groups and teams, the student can:   * Clarify or develop roles and responsibilities that enhance the effectiveness of a group or team * Develop and implement schedules that enhance the effectiveness of a group or team |

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| **Reflection**, in which the student reviews past activity and thinks critically about past  activities and plans for the future; and  **Evaluation**, in which the student thinks critically about a completed activity or project and uses insights based on the review to change planned activities.  **Some Examples**  In relation to **applying and extending content knowledge**, the student can:   * Evaluate the product, service, system, etc. that results from a problem solving activity in   terms of the established criteria or goals established for the outcome   * Support her or his evaluation of the effectiveness of a solution to a problem by referring to evidence * Reflect on opportunities for further progress that build upon completed work * Identify pitfalls and other dangers in the future conduct of work from experience gained in solving a problem   In relation to his/her self, the student can:   * Critique his or her work in light of expectations established by his or her self * Reflect on the meaning of completed work and identifies opportunities for further progress based on past accomplishments   In relation to groups and teams, the student can:   * Critique his or her work in light of expectations established by the group, team, or   organization   * Evaluate the expectations the group has for itself and its members in relation to the group’s purpose * Reflect on the value of group roles, responsibilities, and procedures |

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| **Research**, in which the student uses information tools and technology to learn and deepen his or her understanding about a topic or area of interest.  **Some Examples**  In relation to **applying and extending content knowledge**, the student can:   * Establish and use criteria for identifying relevant and credible information * Identify potential sources of information relevant to a purpose and context * Analyze information with respect to its origin, internal coherence, usefulness, and limitations * Interpret the meaning and relevance of information in relation to a particular purpose, project, or activity * Find and use information to develop an understanding of the way systems of people,   technology, or knowledge work   * Appropriately use a variety of sources of information   In relation to his/her self, the student can:   * Consult with and observe others (students, teachers, advisors, etc.) * Identify goals for the development of behavior, learning, and other activities * Seek and respond to the advice and criticism of others   In relation to groups and teams, the student can:   * Find information about group or team process (protocols for establishing responsibilities, connecting roles, conducting activities, etc.) that helps a real group or team operate more effectively * Find information about what the group or team is attempting |